



National Blue Ribbon Schools Program

2013 Application

2013 National Blue Ribbon Schools Program	2
Introduction	2
Application	9
Part I – Eligibility Certification.....	10
PART II - Demographic Data	11
PART III - Summary.....	15
PART IV – Indicators Of Academic Success	15
PART V – Curriculum And Instruction	15
PART VI - Non-Public School Information.....	17
PART VII - Assessment Results	18

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2013 National Blue Ribbon Schools Program

Introduction

A National Recognition Program for American Schools

Since 1982, the U.S. Department of Education's National Blue Ribbon Schools Program has recognized great American public and non-public elementary, middle, and high schools. A National Blue Ribbon Schools flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities.

The National Blue Ribbon Schools Program recognizes schools where students perform at very high levels or where significant improvements are being made in students' levels of academic achievement. The National Blue Ribbon Schools Program sets a standard of excellence for all schools striving for the highest level of achievement.

Please see the next sections for details regarding the eligibility criteria and school nomination and application processes.

Schools are eligible to be considered for National Blue Ribbon recognition if they meet either one of two performance criteria:

- *Exemplary High Performing Schools:* Schools that are ranked among the state's highest performing schools as measured by state assessments or assessments referenced against national norms in both reading (English language arts) and mathematics in at least the most recent year tested.
- *Exemplary Improving Schools:* Schools with at least 40 percent of their students from disadvantaged backgrounds that have made the most progress in improving student performance on state assessments or assessments referenced against national norms in reading (English language arts) and mathematics in the most recent five years.

At least one-third of the schools nominated by each state must be schools with at least 40 percent of their students from disadvantaged backgrounds. These schools may be nominated as either *Exemplary High Performing* or *Exemplary Improving Schools*. National Blue Ribbon Schools are honored each year at a recognition ceremony in Washington, DC. The applications from the award-winning schools are posted on the Department's web site. Summaries from a small group of National Blue Ribbon Schools visited each year identify educational practices that have been successful in closing the achievement gap.

Public School Nomination Process

For public schools, the Secretary invites each Chief State School Officer (CSSO), including the Department of Defense Education Activity (DoDEA) and the Bureau of Indian Education (BIE), to nominate schools that meet the criterion for either type of exemplary school—high performing or improving.

In submitting the list of nominated schools, the CSSO of each state must certify that the nominated schools meet the minimum requirements established by the Department. States must rely on their state assessment systems to identify high performing or improving schools for submission to the Secretary. The nomination criteria, including assessments, must pertain equally to all schools nominated from the individual state.

Based on state assessment data, the CSSO will certify that the nominated schools meet one of two performance categories:

- 1) *Exemplary High Performing Schools*. “*High performing*” is defined by the CSSO of each state, but at a minimum means:
 - (a) that the achievement of the school’s students in the most recent year tested places the school in the top 15 percent in the state on state assessments of reading (or English language arts) and mathematics, and
 - (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.
- 2) *Exemplary Improving Schools*: If at least 40 percent of the school’s students are from disadvantaged backgrounds, a school may qualify if it places among schools that have made the most progress in improving student achievement. “*Made the most progress*” is defined by the CSSO of each state but, at a minimum, means:
 - (a) the school is among the top 10 percent of schools that have shown the greatest improvement in student achievement in the state over the most recent five years on state assessments of reading (or English language arts) and mathematics, and
 - (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must show improvement similar to that of all students

A student from a “*disadvantaged background*” is defined by the CSSO of each state. The definition must include students who are eligible for free and reduced-price school meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

At least one-third of the schools nominated by each state must have at least 40 percent of their students from disadvantaged backgrounds in the current school year, whether these schools are in high performing or improving performance categories. For example, if a state nominates seven, eight, or nine schools, at least three must have at least 40 percent of their students from disadvantaged backgrounds.

States may not nominate schools that have failed to make Adequate Yearly Progress (AYP) in each of the two years prior to nomination (2010-2011 and 2011-12). All nominated public schools must also meet AYP in the school year (2012-2013) of their nomination. Since many states are modifying their school accountability procedures in accordance with their U.S. Department of Education-approved ESEA flexibility request, schools must meet the requirement for making AYP in 2011-2012 and/or 2012-2013 by using the state’s new Annual Measurable Objectives (AMOs) for all student subgroups, referred to in this document as the “equivalent” to AYP.

State assessment test results in reading and math for each tested grade, three and higher, during the most recent five years must be reported even if the state has revised or changed its assessments during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the school’s application.

Once the Secretary receives the nominations from the CSSO, nominated schools are invited to submit applications for possible recognition as National Blue Ribbon Schools.

The Secretary is eager to recognize schools that have shown success in improving their performance and/or closing the achievement gap. The Secretary wishes to identify those schools that significantly improved test scores, e.g. improving whole school test scores or student subgroup test scores by 10 or more percentage points from the earliest to the most recent year tested. The Secretary is also very interested in recognizing high performing schools with a high percentage of students from disadvantaged backgrounds.

A sample data table is provided below that illustrates strong improvement in student achievement scores for all students and for student subgroups over the most recent five years of testing.

Sample Table

Grade 3 Reading Results

School Year	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing month	April	April	April	April	April
SCHOOL SCORES					
% Proficient plus % Advanced	90	93	83	74	77
% Advanced	41	38	40	27	20
Number of students tested	105	95	110	101	98
Percent of total students tested	96	98	95	96	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students Eligible for Free and Reduced-Price Meals					
% Proficient plus % Advanced	83	79	68	55	59
% Advanced	32	36	33	22	14
Number of students tested	55	51	47	49	42

School Year	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
2. Black					
% Proficient plus % Advanced	88	87	79	71	60
% Advanced	30	37	31	28	25
Number of students tested	35	36	31	37	40
3. Hispanic					
% Proficient plus % Advanced	87	80	69	65	55
% Advanced	33	32	29	21	18
Number of students tested	18	16	23	22	22
4. Special Education					
% Proficient plus % Advanced	50	54	47	45	42
% Advanced	25	23	20	18	25
Number of students tested	12	13	15	11	12

Private School Nomination Process

For private, i.e. non-public schools, the Secretary invites the Council for American Private Education (CAPE) to nominate schools that meet the criteria for recognition. Non-public schools interested in applying for nomination should contact CAPE directly <www.capenet.org/brs.html>. CAPE must ensure and certify that the schools meet the criteria before submitting nominations.

Non-public schools are eligible for National Blue Ribbon recognition if they meet either one of two criteria:

- 1) *Exemplary High Performing Schools: “High performing”* means:
 - (a) that the achievement of the school’s students in the most recent year tested places the school in the top 15 percent in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test or in the top 15 percent its state as measured by a state test. If a non-public school administers both state test and nationally normed tests, the school must be in the top 15 percent in both.
 - (b) Disaggregated results for student groups, including students from disadvantaged backgrounds, must be similar to the results for all students tested.

- 2) *Exemplary Improving Schools*: If at least 40 percent of the school's students are from disadvantaged backgrounds, a school may qualify if it places among schools that have made the most progress in improving student achievement. "*Made the most progress*" means:
- (a) the school is among the top 10 percent of schools that have shown the greatest improvement in student achievement nationally over the previous five years on norm-referenced assessments of reading (or English language arts) and mathematics, and
 - (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must show improvement similar to that of all students.

A student from a "*disadvantaged background*" must include a student who is eligible for free and reduced-price school meals. The definition may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Test results for grades three and higher tested during the most recent five years must be reported even if the assessment was revised or changed during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the school's application.

Please note: Non-public schools and Department of Defense Education Activity schools that rely on norm-referenced tests, i.e., have not administered state tests, will not be able to apply for the 2013 award as an Exemplary Improving School due to a change in Program requirements. Exemplary Improving Schools need to demonstrate that they are in the top 10 percent in gains in student achievement. The National Blue Ribbon Schools Program is studying how best to measure such gains based on national norms for the different norm-referenced tests that are available.

For information on the nomination process and timeline for CAPE, non-public schools representatives should consult the CAPE Web site at <www.capenet.org/brs.html>.

Public and Non-Public School Eligibility Allocations

Public and non-public schools serving grades between kindergarten and grade 12 that meet the eligibility requirements described in this application, are eligible to be recognized by the National Blue Ribbon Schools Program. States and entities, including the District of Columbia, Puerto Rico, the Bureau of Indian Education (BIE), and the Department of Defense Education Activity (DoDEA), are allocated a number of possible National Blue Ribbon School nominees based on the number of schools and K-12 students. Public school allocations range from a minimum of 3 schools to a maximum of 35. CAPE may nominate up to 50 non-public schools. The potential total for all nominations is 417 schools each year. Please see the Department's website: www.ed.gov/programs/nclbbrs/applicant.html for state allocations.

Eligible schools, then, are those nominated by the CSSO, BIE, DoDEA, or CAPE that meet all eligibility requirements as described in this application guide and have submitted a complete, high quality application according to program timelines.

Application Process for Nominated Schools

Once the Department receives the nominations from the CSSOs, BIE, DoDEA, and CAPE, the Secretary extends an invitation to the nominated schools to apply.

The CSSO, CAPE, BIE, and DoDEA are encouraged to screen nominees and review applications prior to submission to ensure that recognized schools will be outstanding models of excellence for their states and for the National Blue Ribbon Schools Program. The Secretary reserves the right to initiate site visits to schools to document educational practices as well as to verify the accuracy of data.

Timelines for 2013 National Blue Ribbon Schools

Dates	Events
September 24, 2012:	The Secretary sends a letter of invitation to the CSSOs, the BIE, the DoDEA, and CAPE requesting the submission of information for nominated schools.
November 16, 2012:	Public school nominations from CSSOs, BIE, and the DoDEA are due to the Department.
December 3, 2012:	The Department invites schools nominated by CSSOs, BIE, and DoDEA to apply for recognition as National Blue Ribbon Schools.
December 7, 2012:	Private school applications are due to CAPE.
January 2013:	CAPE selects its nominations.
February 15, 2013:	Completed public and private school (from CAPE) applications are due to the Department.
March 2013:	Applications are reviewed for completeness and accuracy.
April 2013:	Applications are reviewed for compliance with eligibility criteria.
August 2013:	States certify that nominated public schools have made Adequate Yearly Progress (AYP) or its equivalent.
September 2013:	The Secretary announces the 2013 National Blue Ribbon Schools.
November 2013:	Two representatives from each school, the principal and a teacher, attend the recognition ceremony in Washington, DC.

School On-line Application Process: Technical Specifications

1. **Application.** Schools that are invited to apply will be given a “School ID” and a “Password” to log on to an online application at <<http://blueribbon.rmres.com>>. The school must submit the entire application online. Additional instructions for completing the application are available online.
2. **Format.** Schools are encouraged to provide succinct responses to narrative questions. No attachments to the application are allowed. Do not use tables, charts, graphs, or photos in the narrative. Applicants must follow online instructions for pasting from Microsoft Word. Once the school has completed the application and clicked on the submit button, the school can print the online application for its records.
3. **Public School Submission.** The original signed **cover sheet only** should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools Program (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.
4. **Non-Public School Submission.** Non-public schools should follow the instructions available on the CAPE Web site at <www.capenet.org/brs.html>.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0506. The expiration date is 2/28/2015. The time required to complete this information collection is estimated to average 39.75 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, contact Aba Kumi, Director, Director, National Blue Ribbon Schools Program by email (Aba.Kumi@ed.gov) or write directly to her at: National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

U.S. Department of Education

2013 National Blue Ribbon Schools Program Application

☐ Public or ☐ Non-public

For Public Schools only: (Check all that apply) ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal _____
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name _____
(As it should appear in the official records)

School Mailing Address _____
(If address is P.O. Box, also include street address.)

City _____ State _____ Zip Code+4 (9 digits total) _____
County _____ State School Code Number* _____

Telephone (____) _____ Fax (____) _____

Web site/URL _____ E-mail _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* _____ E-mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel.(____) _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools Program: Aba.Kumi@ed.gov or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) each year or its equivalent for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011, or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- | | |
|-------|-----------------------------------|
| _____ | Elementary schools (includes K-8) |
| _____ | Middle/Junior high schools |
| _____ | High schools |
| _____ | K-12 schools |
| _____ | TOTAL |
2. District Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- | | |
|--------------------------|--|
| <input type="checkbox"/> | Urban or large central city |
| <input type="checkbox"/> | Suburban with characteristics typical of an urban area |
| <input type="checkbox"/> | Suburban |
| <input type="checkbox"/> | Small city or town in a rural area |
| <input type="checkbox"/> | Rural |
4. _____ Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total Students			

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % White
 _____ % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

7. Student turnover, or mobility rate, during the past year: _____ %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	
(1) Number of students who transferred <i>to</i> the school after October 1 until the end of the school year	
(2) Number of students who transferred <i>from</i> the school after October 1 until the end of the school year	
(3) Total of all transferred students [sum of rows (1) and (2)]	
(4) Total number of students in the school as of October 1	
(5) Total transferred students in row (3) divided by total students in row (4)	
(6) Amount in row (5) multiplied by 100	

8. English Language Learners (ELL) in the school: _____ %
 _____ Total number ELL
 Number of non-English languages represented: _____
 Specify non-English languages: _____

9. Students eligible for free/reduced-priced meals: _____ %
 Total number students who qualify: _____

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Students receiving special education services: _____%
 _____ Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impaired
_____ Deaf-Blindness	_____ Specific Learning Disability
_____ Emotional Disturbance	_____ Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ Visual Impairment Including Blindness
_____ Multiple Disabilities	_____ Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrators		
Classroom teachers		
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)		
Paraprofessionals		
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)		
Total Number		

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the Full-Time Equivalent of classroom teachers, e.g., 22:1 _____

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	%	%	%	%	%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools).**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012

Post-Secondary Status

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	100 %

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, enter the year in which your school received the award. _____

PART III - SUMMARY

Provide a narrative snapshot of the school in no more than 800 words. Specifically:

- Provide the school's mission or vision statement;
- Describe its traditions, milestones, and the nature of the community and students served;
- Summarize the school's strengths and accomplishments; and
- Focus on what makes the school worthy of National Blue Ribbon status.

Please note: In completing Part III of the application, please know that the Summary may be used by the NBR program as a "stand alone" snapshot that addresses all four topics above and tells the story of your school's success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** **A.** Explain, in approximately 200-300 words, the performance levels for the standardized assessments administered in your school and what levels of performance are considered to be acceptable/proficient/up to the school's standards. **B.** Describe, in approximately 500 – 600 words, the performance trends found in your data tables. Explain what factors contributed to significant gains and losses over the five-year period in math and reading (English language arts). **In the most recent year's data, if there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups, please describe what is being done to close this achievement gap.**
2. **Using Assessment Results:** Show, in approximately 600-800 words, how the school uses assessment data to analyze and improve student and school performance. Give examples of how assessment data are used systematically a) to improve instruction and student learning and b) inform parents, students and the community of students' academic achievement.
3. **Sharing Lessons Learned:** Describe, in approximately 300-400 words, how the school has shared successful strategies with other schools in the district or state or professional associations. Provide examples that describe topics and audiences.
4. **Engaging Families and Community:** Describe, in approximately 300-400 words, the strategies the school has found most successful in working with family and community members for student success and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** In approximately 500- 600 words, provide an overview of how the school's core curriculum address the learning standards that apply to the school. Make sure to include information on reading/English language arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, technology, and foreign language (if the school includes grade 7 or higher) as well as any unique curricula offered by the school. For middle and high schools, please describe how the curriculum supports college and career readiness.
- 2a. **(Elementary Schools) Reading:** Describe, in approximately 300-400 words, the school's reading curriculum and instruction and instructional methods, including a description of why the school chose this particular approach to reading. Provide examples of how students acquire foundational reading skills, and describe the effort/progress the school is making to improve the reading skills of students performing below and above grade level.

- 2b. **(Secondary Schools) English:** Describe, in approximately 300-400 words, the school's English language arts curriculum and instruction and instructional methods, including efforts the school makes to improve the reading skills of students who read below and above grade level.
3. **Mathematics:** Describe in approximately 300-400 words, the school's mathematics curriculum and instruction and instructional methods, including a description of why the school chose this particular approach to mathematics. Provide examples of how students acquire foundational mathematics skills and describes the effort/progress the school is making to improve the mathematics skills of students who are performing below and above grade level.
4. **Additional Curriculum Area:** Describe, in approximately 300-400 words, one other curriculum area, such as science, social studies/history, visual and performing arts, or physical education/health/nutrition and show how it relates to the students' acquisition of essential skills and knowledge based on the school's mission.
5. **Instructional Methods:** Describe, in approximately 300-400 words, how the school provides and differentiates instruction, especially to meet the diverse needs of student subgroups. Provide examples of how the instruction is modified or supplemented to ensure high levels of student learning and achievement, including how technology is used to support instruction.
6. **Professional Development:** Describe, in approximately 300-400 words, the school's professional development approach and its impact on the capacity of teachers and administrators. Provide examples of how the district and school's professional development activities are aligned with academic standards and support student achievement and school improvement.
7. **School Leadership:** Describe, in approximately 300-400 words, the leadership philosophy and structure in the school, along with the roles of the principal and other school leaders. Illustrate, through examples, how the school's leadership ensures that policies, programs, relationships, and resources focus on student achievement. Please refer to school leaders by their roles, rather than by their names.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below

1. Non-public school association(s): _____

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes _____ No _____
3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

2012-2013 Tuition

Grade	Amount
K	\$
1	\$
2	\$
3	\$
4	\$
5	\$
6	\$
7	\$
8	\$
9	\$
10	\$
11	\$
12	\$
Other	\$

4. What is the educational cost per student? \$ _____
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ _____
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____ %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? _____ %

PART VII - ASSESSMENT RESULTS

REPORTING REQUIREMENTS FOR STATE CRITERION-REFERENCED TESTS

Applying schools must report state test results in reading (or English language arts) and mathematics for the most recent five years for each tested grade, 3 and higher. Please see the sample table below. Tables for entering this information will be in the online application.

- 1) Schools must report five years of state assessment results for each grade tested, even if the state has revised or changed its assessments during that period. Use the “Notes” section below each table to explain when the changes took place and what effect the change had on results. In the rare cases where five years of test results are not available, use the Notes section to provide an explanation.
- 2) Schools must report student assessment results for all students and all subgroups of students tested in grades 3 and higher, regardless of the number of students tested.
- 3) Schools must enter numbers and percentages of students alternatively assessed. Use the Notes section to provide an explanation if the percentage of students alternatively assessed is greater than two (2) percent of all students tested.
- 4) While the online tables use the terminology of “Proficient” and “Advanced” to describe student performance levels, schools should use their state’s terms when submitting their data.
- 5) After the application is completed and submitted, the online system will produce two summary tables (for reading/English Language Arts and mathematics) that provide your school’s achievement data averaged across all tested grades.
- 6) Assistance is available to schools through technical assistance provided by the National Blue Ribbon Schools Program staff.

Subject _____ Test _____ All Students Tested/Grade _____

Edition/Publication Year _____ Publisher _____

School Year	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing month					
SCHOOL SCORES*					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Space will be provided to insert additional subgroup test data.					

* Change the table terminology for performance levels to reflect your state assessment system's terminology for "Proficient" and "Advanced."

Notes:

REPORTING REQUIREMENTS FOR ASSESSMENTS

REFERENCED BY NATIONAL NORMS

Non-public schools that report norm-referenced test results must report these results in reading (or English language arts) and mathematics for the most recent five years for tested grades 3 and higher. Please see the sample table below. Tables for entering this information will be in the online application.

- 1) Nominated schools must report five years of assessment results even if the test was revised or changed during that period. In the rare cases where five years of test results are not available, an explanation should be provided in the school's application.
- 2) Schools must enter numbers and percentages of students alternatively assessed. Use the notes section to provide an explanation if the percentage of students alternatively assessed is greater than two (2) percent of all students tested.
- 3) Assistance is available to schools through technical assistance resources provided by the National Blue Ribbon Schools Program staff.

Sample Table

Subject _____ Test _____ Grade _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as (check one): NCEs (Normal Curve Equivalents) _____ Scaled scores _____
Percentiles _____

School Year	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing month					
SCHOOL SCORES					
Average Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Average Score					
Number of students tested					
2. _____ (specify subgroup)					
Average Score					
Number of students tested					
3. _____ (specify subgroup)					
Average Score					
Number of students tested					
4. _____ (specify subgroup)					
Average Score					
Number of students tested					